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ABSTRACT

Provided is a packet of the software currently being used by the Sarasota County Vocational-Technical School's Work Evaluation Program for clients which include students from all exceptionalities except gifted. Included are a work evaluation referral form; sample parent permission letters; work sample record; work sample aptitude summary sheet; coding for abbreviations of aptitudes; final evaluation laboratory report; memo on completion of work evaluation; outline of the computer program; Sarasota County Vocational-Technical School work sample norms as of January 7, 1976; aptitude norms, duties and responsibilities of the work evaluator, technical aides, student aide I, student aide II, and secretary; and an outline of the student evaluation and management system. (SBH)

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WORK EVALUATION MATERIALS OF THE SARASOTA COUNTY VOCATIONAL-TECHNICAL SCHOOL EVALUATION PROGRAM

January 1, 1976

By:

Robert Y. Jones, Work Evaluator
Sarasota County Vocational-Technical School

EC093161

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INTRODUCTION

The enclosed information is being requested from various work evaluation laboratories around the country and is being submitted as a packet to Florida Learning Resources System (FLRS) for their consideration as an inclusion in the Florida Developed Products Listing. It may also be of some interest to the Educational Resources Information Center (ERIC) and the Florida Educational Resources Information Center (FERIC). The packet is the software currently being used by the Sarasota County Vocational-Technical School's Work Evaluation Program. The included norms are computed by inputs to our county computer and updated generally every nine weeks. The work evaluation systems used are a very highly modified Jewish Employment and Vocational Service (JEVS), parts of Valpar, and one console of Singer, as well as a number of locally developed samples. The program is designed so that we can determine one of the six tracks shown on the performance profile and start our evaluation at that point. If the client is successful, and if this track coincides with the client's expressed vocational goals, we terminate the evaluation at that point. If the client is not successful, we interview him/her a second time and try to find a second area in which the client will be willing to function.

We have worked with clients of all ages, from all sectors of the community and from all the exceptionalities in the exceptional student program except gifted.

For convenience of reproduction pages 7 through 14 were typed lengthwise on the page but should be typed across the page. Pages 16 and 17 may be reduced in size and printed on one page. Page 19 should be added at the bottom of pages 21 and 22. Pages 21 and 22 should be printed crosswise on one sheet of legal sized paper with page 19 added at the bottom. The information on page 19 will be exposed on the clipboard at all times below the work sample record.

If you have any further questions regarding this material, please contact Robert Y. Jones, Work Evaluator, at the Sarasota County Vocational-Technical School, 4748 Beneva Road, Sarasota, FL 33581.

AGENCIES WHO HAVE REFERRED
STUDENTS FOR EVALUATION

Adjustive Center
Adult
Adult Basic Education, Vo-Tech.
Adult Migrant, Vo-Tech.
Booker High
Brookside Junior High
CETA
Crossroads
Division of Mental Retardation
Happiness House
McIntosh Junior High
Meadowood Academy
New Directions, Vo-Tech.
Prew School
Riverview High
Sarasota County Student Center
Venice High
Venice Junior High
Wilkinson Elementary

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER

WORK EVALUATION REFERRAL

(Must precede student to evaluation.)

Student No. _____

Name _____ Soc. Sec. No. _____
(last) (first) (initial)

Birth Date _____ Sex _____ Grade _____

Parent or Guardian _____

Address _____ Phone No. _____

Referred by _____ Date _____

Physical Exam _____ (Please enclose copy.)
(Date)

Visual Test _____ Hearing Test _____
(Date) (Date)

Psychological _____ (Please enclose copy.)
(Date)

Reading Level _____ Math Level _____
(Grade Level) (Grade Level)

Gatby _____ Results _____
(Date)

Environmental Study _____ (Please enclose copy.)
(Date)

Any Additional Testing _____

Parent Notification: YES _____ NO _____ (Please enclose copy.)

Student Schedule:

PERIOD	SUBJECT	TEACHER
1.		
2.		
3.		
4.		
5.		
6.		

Any Additional Information Bearing on the Reason for this Referral:

_____

_____

_____

Signed _____

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER

MEMO TO: Referrers to Work Evaluation Program

FROM: Robert Y. Jones, Work Evaluator

SUBJECT: Parent Permission Letters

DATE: February 3, 1975

In view of the recent changes in educational law it is mandatory that a parent be allowed to see a student's records and be notified of changes in his/her curriculum. Written permission must be secured from the parent when a major change in the student's curriculum is anticipated even when this change is temporary in nature.

The accompanying letter can be reproduced by you and sent home for the parent's signature and returned to the work evaluation lab for inclusion in his/her folder. You may want a copy for the student's cumulative folder.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER

PHONE (813) 924-1365 4748 BENEVA ROAD SARASOTA, FLORIDA 33581

Dear

I am recommending your daughter for participation in a vocational evaluation program to determine her vocational and academic needs for the future.

The evaluation will be conducted on the Vocational-Technical campus, 4748 Beneva Road, in Portable "J". The work evaluator is Mr. Robert Y. Jones (telephone 924-1365, ext. 62).

This vocational evaluation is comparatively new in the county school system and will hopefully give us much needed information in regard to your daughter's aptitudes and abilities.

In as much as this is a temporary change in your daughter's schedule, we would like to have your signed permission to enroll her for approximately two weeks in this program. In addition we need your signed permission to receive a copy of the documents checked below:

____ Psychological	_____ (Signature)
____ Environmental/Biographical Information	_____ (Signature)
____ General Medical Examination	_____ (Signature)
____ Hearing Test ____ Visual Test	_____ (Signature)
____ Math Level ____ Reading Level	_____ (Signature)
____ Additional Testing as Specified	_____ (Signature)

Please Conduct the Evaluation for:

_____
(Student's Name)

_____
(Parent's Signature)

Sincerely,

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER

PHONE (813) 924-1365 4748 BENEVA ROAD SARASOTA, FLORIDA 33581

Dear

I am recommending your son for participation in a vocational evaluation program to determine his vocational and academic needs for the future.

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____ Psychological	_____ (Signature
____ Environmental/Biographical Information	_____ (Signature)
____ General Medical Examination	_____ (Signature)
____ Hearing Test ____ Visual Test	_____ (Signature)
____ Math Level ____ Reading Level	_____ (Signature)
____ Additional Testing as Specified	_____ (Signature)

Please Conduct the Evaluation for:

_____
(Student's Name)

_____
(Parent's Signature)

Sincerely,

Program _____ WORK SAMPLE RECORD Evaluator _____

Number Work Samples Observations

1. NUT/BOLT	*MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	P	V	VS
Date____											-	-	-	—

*PP 12 PE __%E __

2. STAMPING	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	CA	K	NE	V	VS
Date____											1 3	_	—	-	—

PP 15 PE __%E __

3. WASHERS	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	CA	F	K	M	MA	V	VS
Date____											1 3	_	-	-	—	-	—

PP 21 PE __%E __

4. BUDGETTE	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	CA	F	K	MA	V	VS
Date____											—	-	-	—	-	—

PP 18 PE __%E __

5. SIGNS	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	NE	P	V
Date____											—	-	-

PP 9 PE __%E __

SCVTC W/E REVISED DECEMBER 1975 NAME _____ STUDENT NUMBER _____

Number Work Sample

WORK SAMPLE RECORD

Observations

6. BODY MOTION Date____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	M	V	VS
										–	–	–	—

PP 12 PE __%E __

10. NAIL/SCREW SORT Date____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	MA	P	V
										—	–	–

3/8S__ 1-1/2N__ 7/8S__ 3/8N

3/4S__ 1-1/2S__ 1-3/4N__ 3/4N__

7/16N_ 1-3/4S__ 7/8N__ 1/2S__

PP 9 PE __%E __

11. NUT PACKING Date____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	CA	F	M	V
										—	–	–	–

Jars #1 ____ #5 ____ #10 ____ #15 ____

PP 12 PE __%E __

12. SORTING Date ____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	C	F	K	Q	V
										–	–	–	–	–

12

PP 15 PE __%E __

13. MEASURE-MENT Date ____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	K	MA	N	P	T	V	VS
										–	–	—	–	–	–	–	—

13

PP 24 PE __%E __

SCVTC W/E REVISED DECEMBER 1975 NAME _____ STUDENT NO. _____

20. GROMMET

Date ____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	E	F	M	NE	V
										_	_	_	__	_

PP 15 PE __ %E __

21. MACHINE OPERATION

Date ____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	E	K	M	V	VS	W
										_	_	_	_	__	_

E __
K __
M __
V __
W __

PP 18 PE __ %E __

22. SIMULATED ASSEMBLY

Date ____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	K	M	V	VS
										_	_	_	_	__

PP 15 PE __ %E __

23. COORDI-NATION

Date ____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	E	M	V
										_	_	_

PP 9 PE __ %E __

30. UNION

Date ____

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	M	P	S	V	VS
										_	_	_	_	__

15

PP 15 PE __ %E __

SCVTC W/E REVISED DECEMBER 1975 NAME _____ STUDENT NO. _____

Number Work Sample — WORK SAMPLE RECORD — Observations

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT							
31. SMALL TOOLS Date ___											F	K	M	P	T	V	VS
											_	_	_	_	_	_	—

PP 21 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT							
32. LADDER Date ___											F	M	NE	P	S	T	V
											_	_	—	_	_	_	_

PP 21 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT										
33. SQUARE Date ___											F	M	MA	NE	P	S	T	V	VS	W
											_	_	—	—	_	_	_	_	—	_

PP 30 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT				
34. HARDWARE Date ___											F	P	V	VS
											_	_	_	—

PP 12 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT							
35. TELEPHONE Date ___											C	F	M	T	V	VS	W
											_	_	_	_	_	—	_

PP 21 PE __ %E __

16

17

 NAME _____ STUDENT NO. _____

Number Work Sample — WORK SAMPLE RECORD — Observations

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT						
36. LOCK Date ____											F	M	P	S	T	V
											_	_	_	_	_	_

PP 18 PE __%E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT									
37. CRAFT TOOLS Date ____											F	K	M	MA	NE	P	T	V	VS
											_	_	_	—	—	_	_	_	—

PP 27 PE __%E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT			
40. NO.FILE Date ____											CA	Q	V
											—	_	_

PP 9 PE __%E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT				
41. PROOFING Date ____											NE	Q	V	W
											—	_	_	_

PP 12 PE __%E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT							
42.LOCATING Date ____											C	K	NE	P	S	V	W
											_	_	—	_	_	_	_

C ____
P ____
S ____
W ____

PP 21 PE __%E __

19

SCVTC W/E REVISED DECEMBER 1975 NAME _____ STUDENT NO. _____

Number Work Sample

WORK SAMPLE RECORD

Observations

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	C	P	V	VS
43. PROBLEM SOLVING Date ____											_	_	_	__

PP 12 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	N	NE	Q	V
44. BUSINESS SKILLS Date ____											_	__	_	_

ADDITION
Simple 1 2 3
Complex 1 2 3
Carry 1 2 3

SUBTRACTION
Simple 1 2 3
Complex 1 2 3
Borrow 1 2 3

MULTIPLICATION
Simple 1 2 3
Complex 1 2 3

DIVISION
Simple 1 2 3
(Even multiples up to 9)
Complex 1 2 3

WORD PROBLEMS 1 2 3

PAYROLL 1 2 3

COLUMNARIZING 1 2 3

PP 12 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	K	NE	Q	V
51. CLERICAL FILING Date ____											_	__	_	_

PP 12 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	K	NE	Q	V
52. ADDING MACHINE Date ____											_	_	__	_	_

20

PP 15 PE __ %E __

	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	K	N	NE	Q	V
53. BOOK-KEEPING Date ____											_	_	_	__	_	_

21

PP 18 PE __ %E __

 NAME _____ STUDENT NO. _____

Number Work Sample — WORK SAMPLE RECORD — Observations

54. POSTAGE

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	MA	N	NE	Q	V	W
										—	-	—	-	-	-

Date ____

Weight ____
Zip ____
Cost ____

PP 18 PE __ %E __

55. MAIL SORTING

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	NE	Q	V
										—	-	-

Date ____

PP __ PE __ %E __

56. TYPING I

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	K	M	NE	Q	V	W
										-	-	-	—	-	-	-

Date ____

Typing ____ years.

PP 21 PE __ %E __

57. TYPING II

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	F	K	M	NE	Q	V
										-	-	-	—	-	-

Date ____

PP 18 PE __ %E __

58. PHONE I

MIN	ERR	T	Q	SP	FT	G	I	SR	UT	NE	Q	V
										—	-	-

Date ____

PP 9 PE __ %E __

SCVTC W/E REVISED DECEMBER 1975 NAME _____ STUDENT NO. _____

WORK SAMPLE RECORD

Number Work Sample	MIN	ERR	T	Q	SP	FT	G	I	SR	UT	Observations
59. PHONE II Date ____											NE Q V __ _ _
											PP 9 PE __ %E __
70. PIPES Date ____											M P V _ _ _
											PP 9 PE __ %E __
80. NEEDLE CRAFT Date ____											E F K M MA NE P S T V VS W _ _ _ _ __ __ _ _ _ _ __ _
											PP 36 PE __ %E __
100. LOCK/ DIAGRAM Date ____											F M P T V VS _ _ _ _ _ __
											PP 18 PE __ %E __

21 LOCK/PICTURE MIN _____ ERR _____

LOCK/MODEL MIN _____ ERR _____

SCVTC W/E REVISED DECEMBER 1975 NAME _____ STUDENT NO. _____

WORK SAMPLE RECORD

KEY:

MIN	=	MINUTES
ERR	=	ERRORS
T	=	RATING FOR TIME
Q	=	RATING FOR QUALITY
SP	=	STUDENT PREFERENCE
FT	=	FRUSTRATION TOLERANCE
G	=	INTELLIGENCE
I	=	INITIATIVE
SR	=	SELF RELIANCE
UT	=	USE OF TIME
PP	=	POSSIBLE POINTS
PE	=	POINTS EARNED
%E	=	PERCENT EARNED

SCVTC W/E REVISED DECEMBER 1975 NAME _____

STUDENT NO. _____

PERFORMANCE PROFILE FOR _____ AGE _____
GRADE _____ READING LEVEL _____ MATH LEVEL _____

AREAS OF WORK	1 BUSINESS & CLERICAL				2 CRAFTS				3 ELEMENTAL WORK				4 INVESTIGATING, INSPECTING, & TESTING			
WORKER TRAIT GROUPS	268,368,388, 468,588,687, 688,862				281,381,687, 781,884				886,887				268,281,381, 687			
	*S	*T	*Q	*P	*S	*T	*Q	*P	*S	*T	*Q	*P	*S	*T	*Q	*P
KEY:	40				6		[redacted]		1				6		[redacted]	
	41				10				2				10			
1 = Low Rating	42				11				3				11			
	43				12				4				31			
	44				30				5				33			
3 = High Rating	51				31				6				37			
	52				32				22	[redacted]			51			
*S = Sample No.	or 53				33				23				52			
	54				34				43				or 53			
*T = Time Rating	55				35				13				54			
	56				36								55			
	or 57				37								56			
*Q = Quality Rating	58	[redacted]			43								or 57			
	59	[redacted]			70								58	[redacted]		
*P = Preference					80								59	[redacted]		
					13								70			
*PE = Points Earned					21								80			
													13			
*PP = Possible Points																
*PE	[redacted]				[redacted]				[redacted]				[redacted]			
*PP	[redacted]				[redacted]				[redacted]				[redacted]			
PERCENT	[redacted]				[redacted]				[redacted]				[redacted]			
RATING	[redacted]				[redacted]				[redacted]				[redacted]			

PERFORMANCE PROFILE - Continued

	5				6			
AREAS OF WORK	MACHINE WORK				MEDICINE, HEALTH & PERSONAL SERVICES			
WORKER TRAIT GROUPS	780,885, 886,781				281,368,381,468, 878			
	*S	*T	*Q	*P	*S	*T	*Q	*P
KEY:	6		■		6		■	
1 = Low Rating	13				12			
	20				33			
3 = High Rating	21				37			
	22	■			52			
	23				53			
*S = Sample No.	31				54			
	33				55			
*T = Time Rating	37				56			
	80				57			
*Q = Quality Rating					58	■		
					59	■		
					70			
*P = Preference					80			
					44			
*PE = Points Earned								
*PP = Possible Points								
*PE	■				■			
*PP	■				■			
PERCENT	■				■			
RATING	■				■			

SCVTC W/E REVISED NOVEMBER 1975

DAILY OBSERVATIONS

DAY	DATE	
		_____ is a _____, _____, left/right handed, _____ yr. old adult/in the _____ grade, with _____ hair that is _____. _____ wore _____, and looks _____, and appropriately/ inappropriately dressed. Articulation _____ grammar _____ tone of voice _____ attitude/supervisor _____ listening ability _____ Exceptionality _____.
		T/C ____, W/S F/I ____, P.O. ____, U.T. ____, Listening ability _____ initiative on work proc. _____ att./supr _____ interact/co-worker _____ W.O.W._____ _____ pr. ____ crit. ____ self-image _____ maturity _____
		T/C ____, W/S F/I ____, P.O. ____, U.T. ____, List. abil. _____ initiative on work proc. _____ att./supr._____ interact/co-worker _____W.O.W._____ _____ pr. ____ crit. ____ self-image _____ maturity _____

DAILY OBSERVATIONS - Continued

1. PHYSICAL APPEARANCE _____
2. GROOMING _____
3. WORK ATTIRE _____
4. PUNCTUALITY _____
5. ATTENDANCE _____
6. ARTICULATION _____
7. TONE OF VOICE _____
8. GRAMMATICAL USAGE _____
9. LISTENING ABILITY _____
10. INTERACTION W/MALE PEERS _____
11. INTERACTION W/FEMALE PEERS _____
12. ATTITUDE TOWARD AUTHORITY _____
13. ATTITUDE TOWARD CRITICISM _____
14. ATTITUDE TOWARD PRAISE _____
15. ATTITUDE TOWARD EARNING A LIVING _____
16. OBSERVES SAFETY RULES _____
17. ATTENTION SPAN _____
18. SELF-IMAGE _____
19. MATURITY _____
20. OTHER _____

SCVTC W/E REVISED DECEMBER 1975 NAME _____

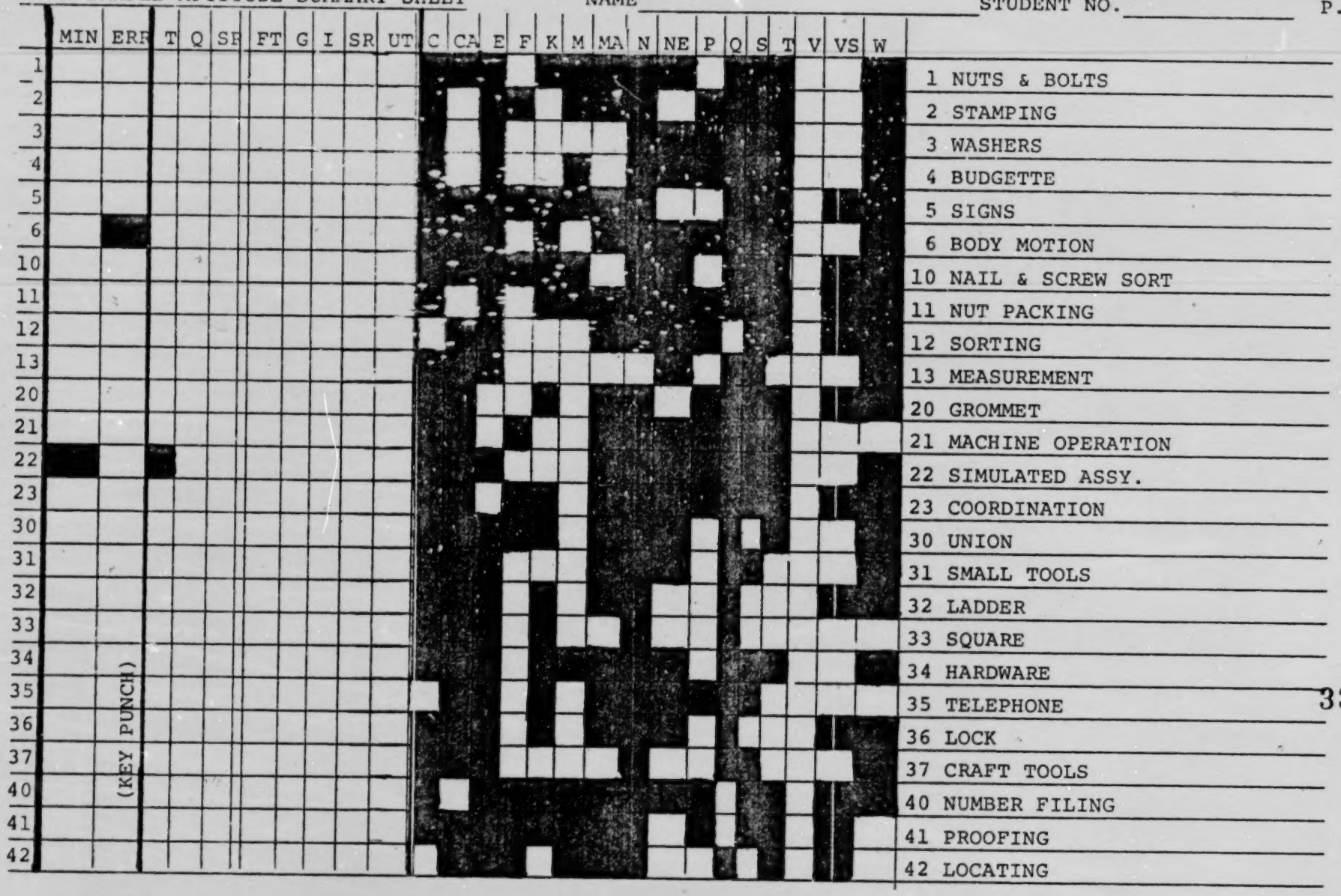
STUDENT NO. _____

DAY	DATE	
		T/C ____, W/S F/O ____, P.I. ____, UT ____ LIST.ABILITY _____ initiative on work proc. _____ _____ att./supr _____ interact/co-worker _____ W.O.W. _____ pr. ____ crit. ____ self-image _____ maturity _____
		T/C ____, W/S F/O ____, P.I. ____, UT ____, LIST. ABILITY _____ initiative on work proc. _____ att./supr _____ interact/co-worker _____ W.O.W. _____ pr. _____ crit. _____ self-image _____ maturity _____
		T/C ____, W/S F/O ____, P.I. ____, UT ____, LIST. ABILITY _____ initiative on work proc. _____ att./supr _____ interact/co-worker _____ W.O.W. _____ pr. _____ crit. _____ self-image _____ maturity _____

SCVTC W/E REVISED DECEMBER 1975 NAME _____

STUDENT NO. _____

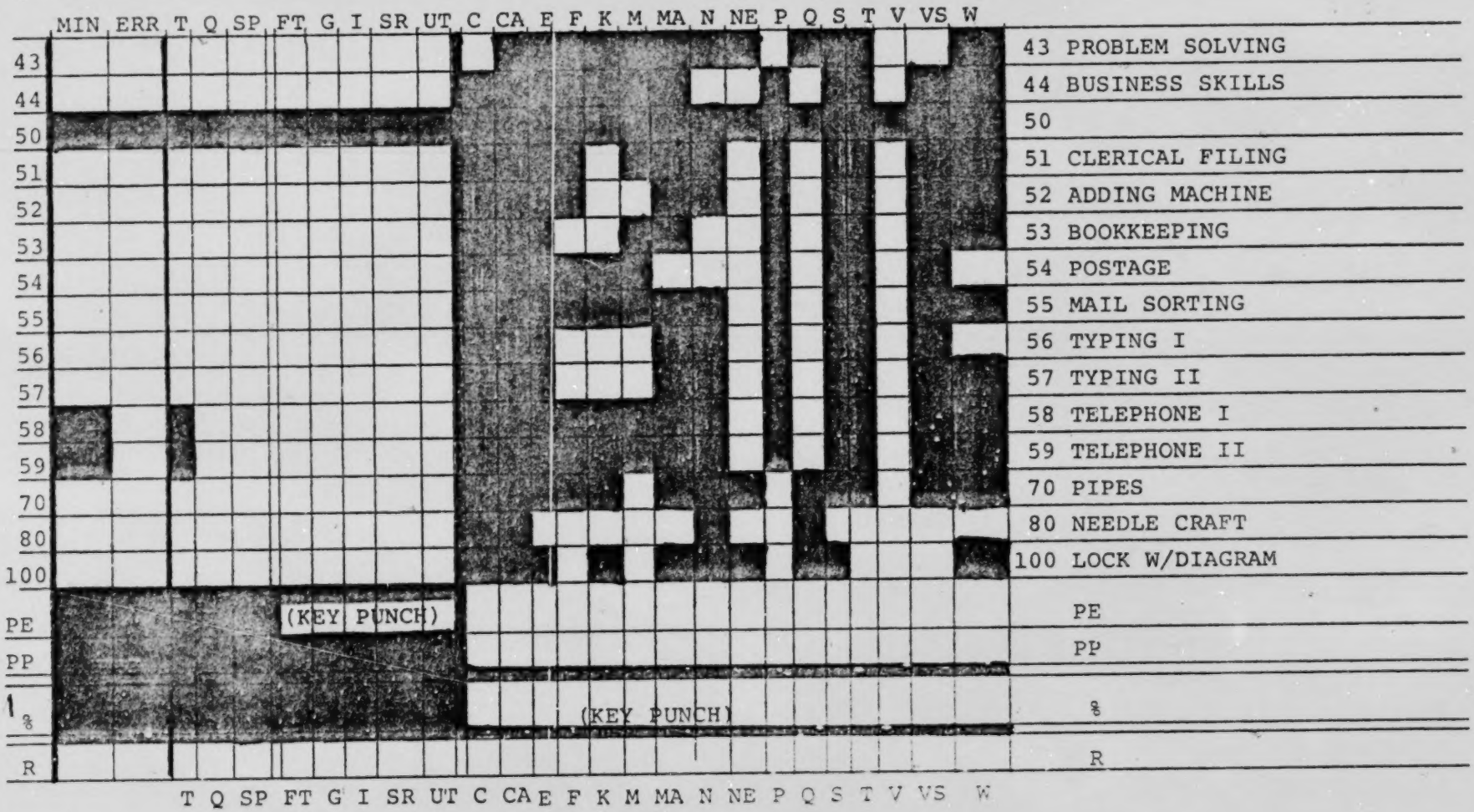
WORK SAMPLE APTITUDE SUMMARY SHEET NAME _____ STUDENT NO. _____ P.21



33

32

WORK SAMPLE APTITUDE SUMMARY SHEET - CONTINUED



1	2	3	4	5	6
T Q P	T Q P	T Q P	T Q P	T Q P	T Q P
		(KEY PUNCH)			

APTITUDES

FT FRUSTRATION TOLERANCE: The total number of times the work evaluator notices overt signs of emotional stress on the part of the evaluee. Generally exhibited by verbal exclamations; i.e. "I quit" "I can't do this", etc., or by physical indications such as facial grimaces, slamming of work sample parts on table or other acts indicating disappointment, defeat or the state of being upset.

G INTELLIGENCE: General learning ability. The ability to "catch on" or understand instructions and underlying principles. The ability to organize work material efficiently.

I INITIATIVE: The total number of times the work evaluator is called because the evaluee does not care whether or not he completes the sample and/or must be stopped by the evaluator because he/she is not doing the sample correctly or in a manner that he can be evaluated. Generally accompanied by such statements as "this is boy's work" or visa versa, "I don't want to be in this place" or "I don't care, I'm not going to do it".

SR SELF-RELIANCE: The total number of times the work evaluator is called because the evaluee needs reassurance that he/she is doing the sample correctly.

UT USE OF TIME: The total number of times the work evaluator has to reprimand the evaluee because he/she is not attending to the sample.

C COLOR: The ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color, to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately. In addition, the ability to use color clues in problem solving.

CA COUNTING: The ability to correctly recognize and/or name numbers in sequence.

E EYE-HAND-FOOT: The ability to coordinate simultaneous movements of the eyes, hands, and feet rapidly and accurately.

F FINGER: The ability to move the fingers and manipulate small objects with the fingers rapidly and accurately.

K EYE-HAND-FINGERS: (MOTOR COORDINATION): The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.

M MANUAL: The ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

MA MEASURING ABILITY: The ability to utilize a ruler to accurately determine the length of specific distances and/or objects. The ability to read ounces and fractions of ounces on a scale. Also, the ability to use "go-no go" gauges and micrometers.

N NUMERICAL: The ability to perform arithmetic operations rapidly and accurately.

NE NEATNESS: The degree to which the work and work area are kept orderly and clean.

APTITUDES - Continued

P FORM PERCEPTION: The ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures, widths and lengths of lines and the magnitude of objects.

C CLERICAL PERCEPTION: The ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

S SPATIAL: The ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems.. Frequently described as the ability to "visualize" objects of two or three dimensions.

T USE OF HAND TOOLS: The ability to effectively manipulate hand tools.

V VERBAL: The ability to understand and effectively utilize simple and complex oral instructions.

VS VISUAL STIMULI: The ability to comprehend and effectively utilize a drawing, sketch, model, sample, photograph, color slides or diagrams.

W WRITTEN: The ability to comprehend and effectively utilize written materials at a minimal reading level.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER
PHONE (813) 924-1365 4748 BENEVA ROAD SARASOTA, FLORIDA 33581

DATE:_____ FROM:_____ TO: _____

FINAL EVALUATION LABORATORY REPORT

FOR

_____

AGE: STUDENT NO.
GRADE: SCHOOL NO.

SCVTC W/E REVISED DECEMBER 1975

SUMMARY OF STRENGTHS AND WEAKNESSES	GOOD	FAIR	POOR
PHYSICAL CONDITION			
GROOMING			
WORK ATTIRE			
PUNCTUALITY			
ATTENDANCE			
ARTICULATION			
TONE OF VOICE			
GRAMMATICAL USAGE			
LISTENING ABILITY			
INTERACTION WITH MALE PEERS			
INTERACTION WITH FEMALE PEERS			
ATTITUDE TOWARD AUTHORITY			
REACTION TO CRITICISM			
REACTION TO PRAISE			
ATTITUDE TOWARD EARNING A LIVING			
SAFETY RULES			
ATTENTION SPAN			
SELF-IMAGE			
MATURITY			
FRUSTRATION TOLERANCE (FT)			
INTELLIGENCE (G)			
INITIATIVE (I)			
SELF-RELIANCE			
USE OF TIME (UT)			
COLOR DISCRIMINATION (C)			
COUNTING ABILITY			
EYE-HAND-FOOT (E)			
FINGER DEXTERITY (F)			
EYE-HAND-FINGER COORDINATION (K)			
MANUAL DEXTERITY (M)			
MEASURING ABILITY (MA)			
NUMERICAL ABILITY (N)			
NEATNESS (NE)			
FORM PERCEPTION			
CLERICAL PERCEPTION (Q)			
SPATIAL DISCRIMINATION (S)			
USE OF HAND TOOLS (T)			
FOLLOWING VERBAL INSTRUCTIONS (V)			
VISUAL STIMULI (VS)			
FOLLOWING WRITTEN INSTRUCTIONS (W)			

NOTE: AN EXPLANATION OF THESE CHARACTERISTICS AND APTITUDES CAN BE FOUND ON PAGES 5 THROUGH 8.

STUDENT NAME_____

SCVTC W/E REVISED DECEMBER 1975

The following vocational/job goals by worker trait group are recommended. For related classifications and specific job placement please refer to the employers listed in JOB LISTINGS BY DOT WORKER TRAIT ARRANGEMENTS FOR SARASOTA COUNTY pages _____

1. Immediate vocational/job objective _____

2. Intermediate vocational/job objective _____

3. Long range vocational/job objective _____

SUPPORTIVE SERVICES:

1. _____ Basic Education

2. _____ Vocational Course

3. _____ Other ancillary services (i.e. medical, psychometric evaluation, sheltered work environment, etc.)

4. COLOR BLINDNESS TEST. _____ color vision is normal/defective as tested by the Pseudo-Ishchromatic plates for testing red-green color vision. We do/do not recommend further visual testing.

VARIABLES ARE RATED ON A 3 POINT SCALE

1. Variables receiving a rating of "1" are those which would require intensive supportive services. If these behaviors are not modified, extreme caution should be taken before placing the client in an area where they are essential.

2. Variables receiving a rating of "2" are those which would require normal or special basic education, vocational training, on the job training or employability skill training before the client could be expected to perform satisfactorily in a job placement. Some consideration should be taken before placing the client in a job where this variable is essential. And, whenever possible, simultaneous formal training in these variables should be conducted.

3. Variables receiving a rating of "3" are those which indicate that the client could be expected to perform satisfactorily, at the entry level, in a training program and/or job placement.

If variable is not rated it is because it was not observed.

RATIONALE FOR SUGGESTIONS:

WELLS CONCRETE DIRECTIONS TEST. _____ is right/left handed. _____ was able to follow _____-step oral directions. _____ knew/did not know left from right and did/did not understand the concept of near and far.

RATIONALE FOR SUGGESTIONS-Cont'd

I. GENERAL OBSERVATIONS:

A. PHYSICAL/MEDICAL INFORMATION:

_____is a _____, _____, left/right handed,
_____year old adult/in the _____ grade.

1. Grooming ____
2. Work attire ____
3. Punctuality ____ Out of ___days _____ was tardy___times.
4. Attendance ____ Out of ___days _____ was absent___days.

B. COMMUNICATION:

1. Articulation ____
2. Tone of voice ____
3. Grammatical usage ____
4. Listening ability ____

II. BEHAVIOR INTERPERSONAL SITUATIONS (SOCIAL):

A. Interaction with male peers ____
B. Interaction with female peers ____
C. Attitude toward authority ____
D. Attitude toward criticism ____
E. Attitude toward praise ____

III. WORKER CHARACTERISTICS:

A. Attitude toward earning a living ____
B. Observes safety rules ____
C. Attention span ____
D. Self-Image ____
E. Maturity ____

F. FRUSTRATION TOLERANCE (FT): The total number of times the work evaluator notices overt signs of emotional stress on the part of the evaluee. Generally exhibited by verbal exclamations, i.e. "I quit", "I can't do this", etc., or by physical indications such as facial grimaces, slamming of work sample parts on table or other acts indicating disappointment, defeat, or the state of being upset. TOTAL _____ RATING _____

G. INTELLIGENCE (G): General learning ability. The ability to "catch on" or understand instructions and underlying principles. The ability to organize work material efficiently. TOTAL _____ RATING _____

H. INITIATIVE (I): The total number of times the work evaluator is called because the evaluee does not care whether or not he completes the sample. Generally accompanied by such statements as "this is boy's work" or visa versa, "I don't want to be in this place" or "I don't care, I'm not going to do it." TOTAL _____ RATING _____

I. SELF-RELIANCE (SR): The total number of times the work evaluator is called because the evaluee needs reassurance that he/she is doing the sample correctly. TOTAL _____ RATING _____

J. USE OF TIME (UT): The total number of times the work evaluator has to reprimand the evaluee because he/she is not attending to the sample. TOTAL _____ RATING _____

IV. WORK APTITUDES:

A. COLOR DISCRIMINATION (C): The ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color; to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately. In addition, the ability to use color clues in problem solving. RATING _____

B. COUNTING ABILITY (CA): The ability to correctly recognize and/or name numbers in sequence. RATING _____

C. EYE-HAND-FOOT COORDINATION (E): The ability to coordinate simultaneous movements of the eyes, hands, and feet rapidly and accurately. RATING _____

D. FINGER DEXTERITY (F): The ability to move the fingers and manipulate small objects with the fingers rapidly and accurately. RATING _____

E. EYE-HAND-FINGER COORDINATION (K): The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. RATING _____

F. MANUAL DEXTERITY (M): The ability to move the hands easily and skillfully. To work with the hands in placing and turning motions. RATING _____

G. MEASURING ABILITY (MA): The ability to utilize a ruler to accurately determine the length of specific distances and/or objects. The ability to read ounces and fractions of ounces on a scale. Also, the ability to use "go-no go" gauges and micrometers. RATING _____

H. NUMERICAL ABILITY (N): The ability to perform arithmetic operations rapidly and accurately. RATING _____

ADDITION		SUBTRACTION		MULTIPLICATION	DIVISION	
Simple	1 2 3	Simple	1 2 3	Simple 1 2 3	Simple 1 2 3	PAYROLL 1 2
Complex	1 2 3	Complex	1 2 3	Complex 1 2 3	(Even multiples up to 9	
Carry	1 2 3	Borrow	1 2 3		Complex 1 2 3	COLUMNAR 1 2 3

I. NEATNESS (NE): The degree to which the work and work area are kept orderly and clean. RATING _____

J. FORM PERCEPTION (P): The ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shaped and shadings of figures, widths and lengths of lines and the magnitude of objects. RATING

K. CLERICAL PERCEPTION (Q): The ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. RATING

L. SPATIAL DISCRIMINATION (S): The ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions. RATING _____

M. USE OF HAND TOOLS (T): The ability to effectively manipulate hand tools. RATING _____

N. FOLLOWING VERBAL INSTRUCTIONS (V): The ability to understand and effectively utilize simple and complex oral instructions. RATING _____

O. VISUAL STIMULI (VS): The ability to comprehend and effectively utilize a drawing, sketch, model, sample, photograph, color slides or diagrams. RATING _____

P. FOLLOWING WRITTEN INSTRUCTIONS (W): The ability to comprehend and effectively utilize written materials at a minimal reading level. Vocational laboratory's written instructions are on an average of third grade level with the highest being 6½ grade level. RATING _____

SCVTC W/E REVISED DECEMBER 1975

PHYSICAL DEMANDS

WOULD YOU BE WILLING TO WORK IN A JOB THAT REQUIRED:

1. Lifting, carrying, pushing/pulling (Strength) YES NO
2. Climbing ladders, poles, ramps, ropes, etc? YES NO
3. Stooping, kneeling, crouching and/or crawling? YES NO
4. You to reach, handle, fingering and/or feeling? YES NO
5. Talking and/or hearing? YES NO
6. Seeing? YES NO

WORKING CONDITIONS

1. Would you like to work inside ____, outside ____ a combination of both _____?
2. Would you be willing to work in extremes of cold (protective clothing being provided) ____. Extremely warm temperatures ____ or rapid changes in temperature ____?
3. Would you be willing to work in humid wet and/or humid areas, i.e. in contact with water or other liquids? YES NO
4. Would you be willing to work in areas of loud noise or vibrations, i.e. steel mill, body shop, grinding operations, truck driving, jack hammer operator, etc.? YES NO
5. Would you be willing to work at a job that could cause you bodily injury if proper safety precautions were not taken? YES NO
6. Would you be willing to work in a plant or area with ill smelling fumes or toxic dust or fumes, i.e. textile dust, coal dust, flour dust, etc., providing, of course, protective equipment were available for use? YES NO
7. Preferred shift _____. Weekend work YES NO

PREVIOUS JOBS HELD:	JOB PREFERENCE:
1.	1.
2.	2.
3.	3.

BEST JOB EVER HAD _____

BEST LIKED COURSE _____

COMMENTS:

EXIT INTERVIEW

INTERESTS

1. Would you rather work with things and objects?	vs.	6. Working with people, written material and ideas?
2. Would you rather work with people in business, i.e. sales clerk, bank teller, delivery person, etc.?	vs.	7. Working in a job involving experiments and technical data, i.e. recording information or writing material for others to use?
3. Working in activities that are routine, concrete and organized, i.e. loading/unloading trucks, typing written material, counting manufactured items, packaging manufactured materials, etc.?	vs.	8. Working with symbols and materials of an artistic nature, i.e. comparing or computing mathematical material, painting pictures, etc.?
4. Working in a job that required helping little children, older people, sick people?	vs.	9. Working with machines generally by yourself?
5. Working in a job that made others look up to you, i.e. politician, actor/actress, athlete, etc.?	vs.	10. Working at a job where you produced some object, i.e. assembling toaster, making jewelry, putting together ball point pens, etc.?

TEMPERAMENTS

1. Working in a job requiring a number of different duties, i.e. secretary, clerk, mechanic? YES NO
2. Working in a job requiring set rules that you had to follow and could not change. YES NO
3. Working in a job with others that required you to work together to complete the work? YES NO
4. Working at a job where time and speed is most important? YES NO
5. Working at a job that involved the evaluation of written material, i.e. columns of figures, facts on paper, information from books? YES NO
6. Working at a job that required you to do a series of tasks repeatedly, i.e. assembling a lamp, watch bands, jewelry, various small products? YES NO
7. Working at a job to direct,control and plan activities for others? YES NO
8. Working at a job alone and completing the whole task without help from others? YES NO

Temperaments - Continued

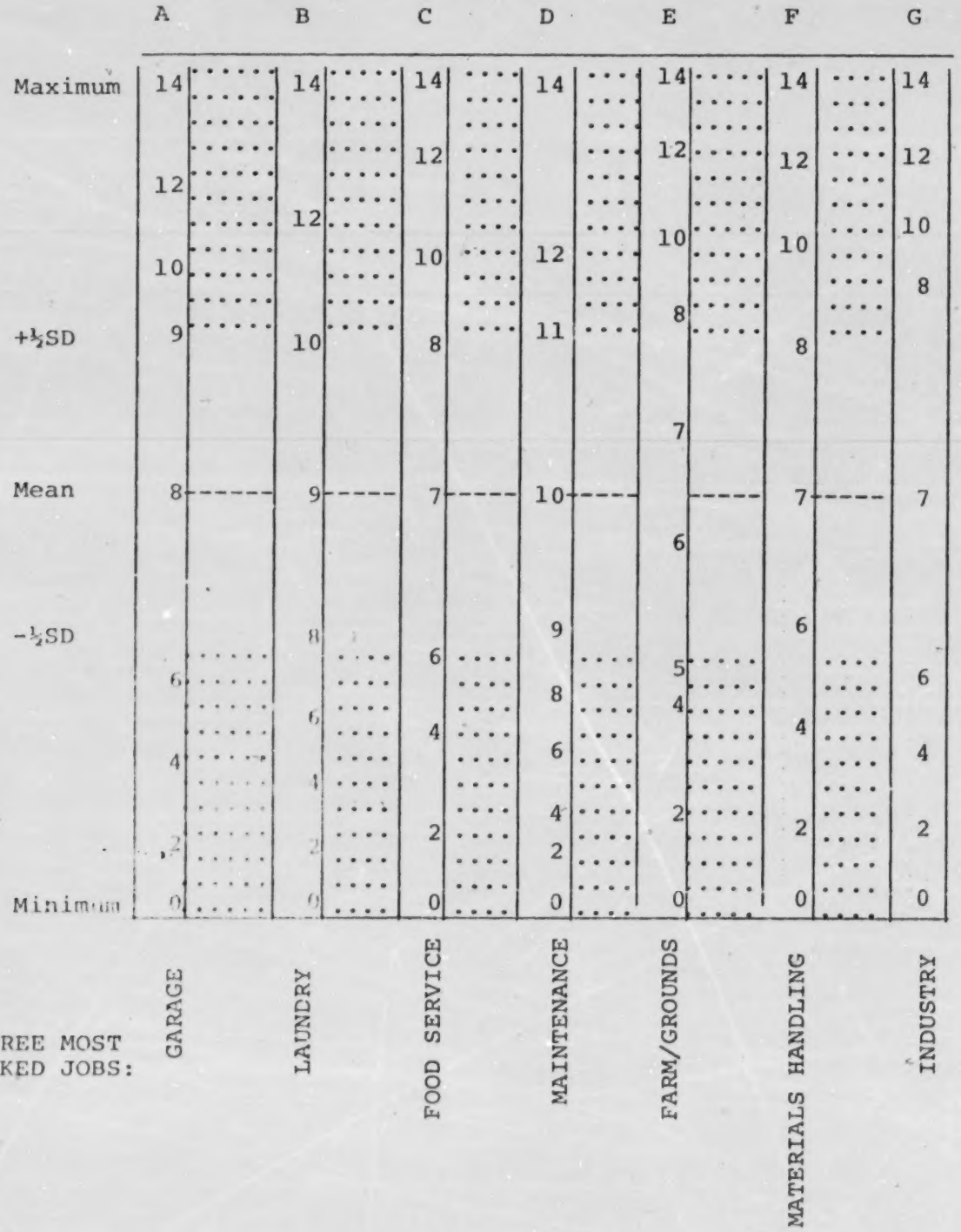
9. Working at a job where speed and time is not important? YES NO

10. Working at a job that involved judgment about color, texture, size, length, width, etc.? YES NO

SCVTC W/E NEW, OCTOBER 1975.

SOPHISTICATION PROFILE - MALE

This profile indicates the knowledge the client has regarding the job clusters listed across the bottom of the chart. The scores are related to the normal curve. When the sophistication score lies in the mid range or above one may consider the client to have fairly adequate knowledge of the job cluster.



THREE MOST LIKED JOBS:

1.

2.

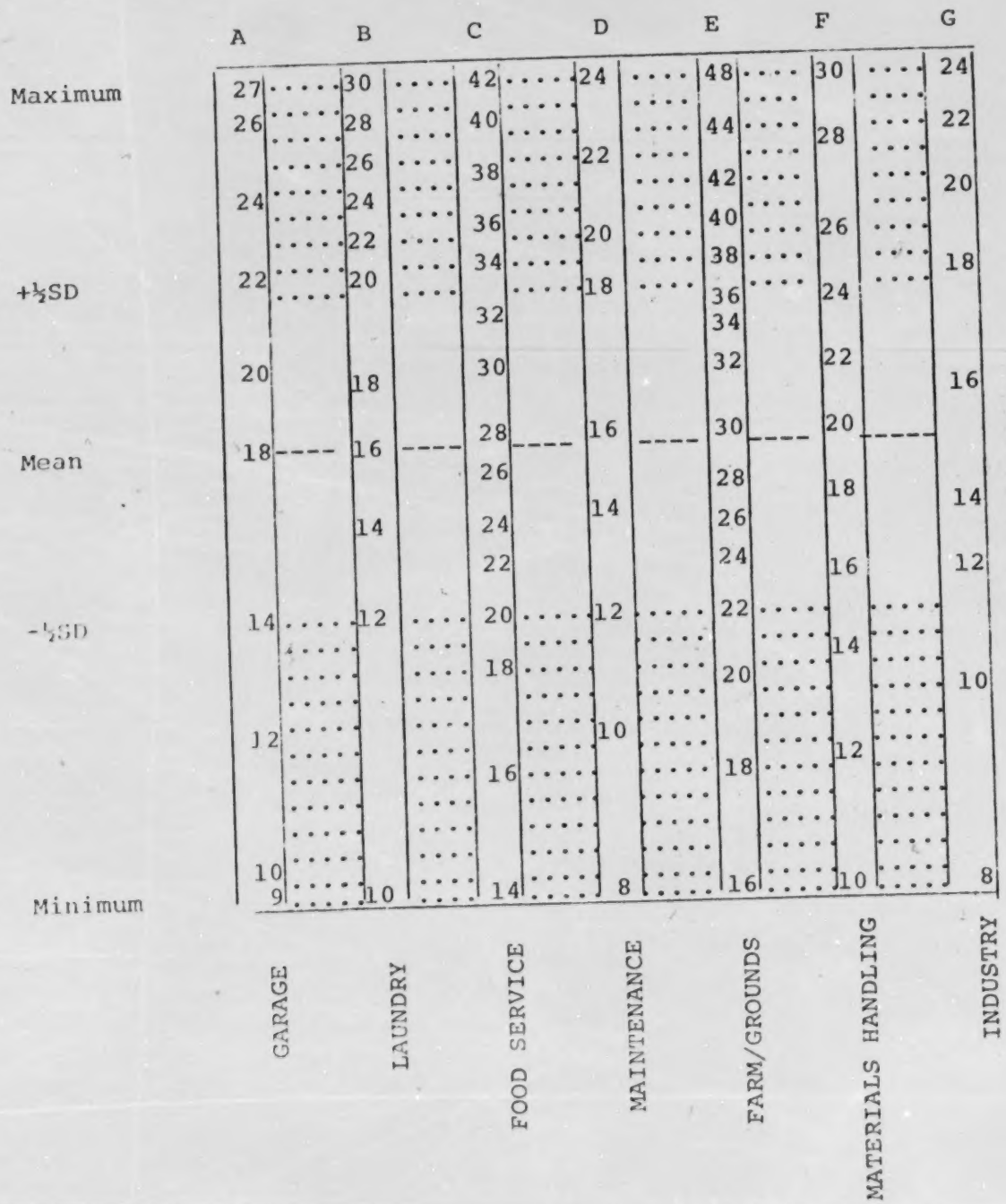
3.

NAME _____ AGE _____ DATE _____

EXAMINER _____

INTEREST PROFILE - MALE

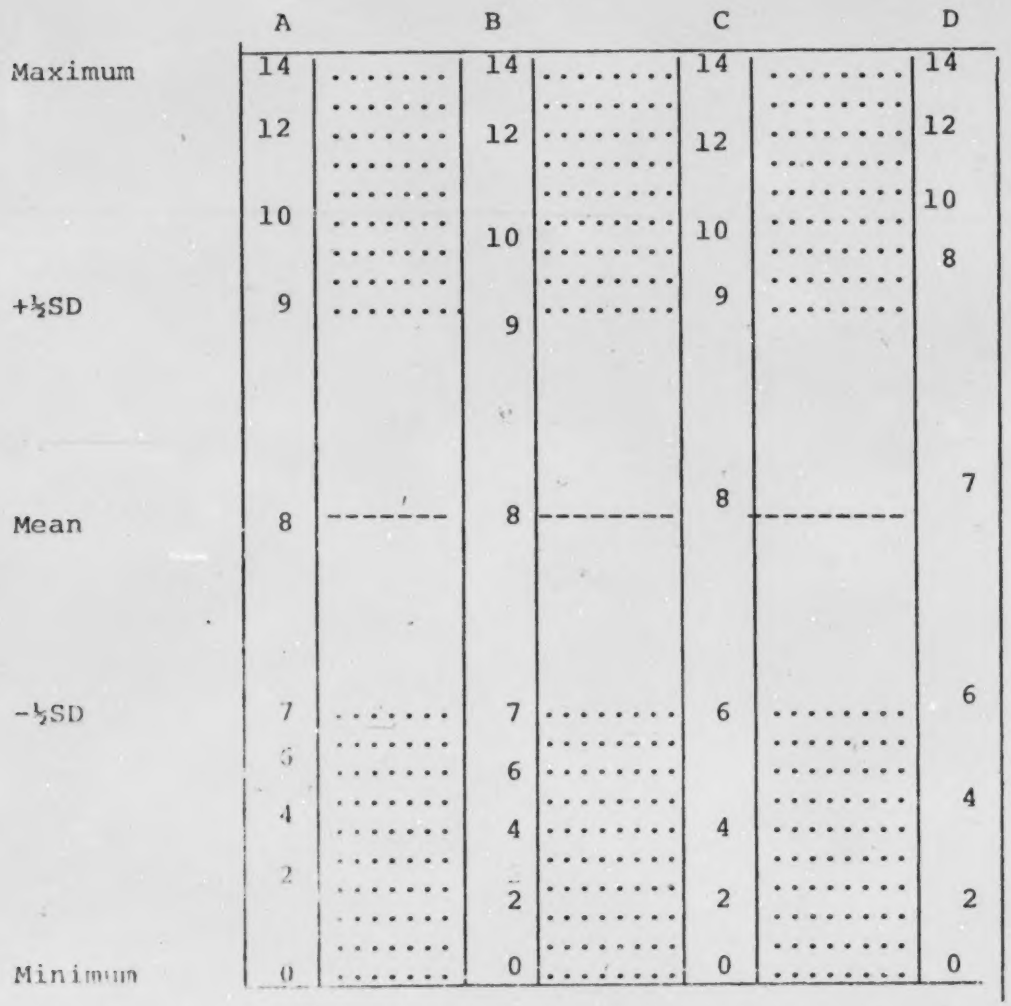
This profile indicates the amount of interest the client has in working in that particular job cluster. It must be noted that a high interest score combined with a low sophistication score may be caused by insufficient knowledge of the type of work a person has to do in that job cluster. Low flat profiles indicate disinterest in working generally and point to the need for counseling in the work ethic.



EXAMINER _____

SOPHISTICATION PROFILE - FEMALE

This profile indicates the knowledge the client has regarding the job clusters listed across the bottom of the chart. The scores are related to the normal curve. When the sophistication score lies in the mid range or above one may consider the client to have fairly adequate knowledge of the job cluster.



THREE MOST LIKED JOBS:

1.

2.

3.

BUSINESS/CLERICAL

HOUSEKEEPING

FOOD SERVICE

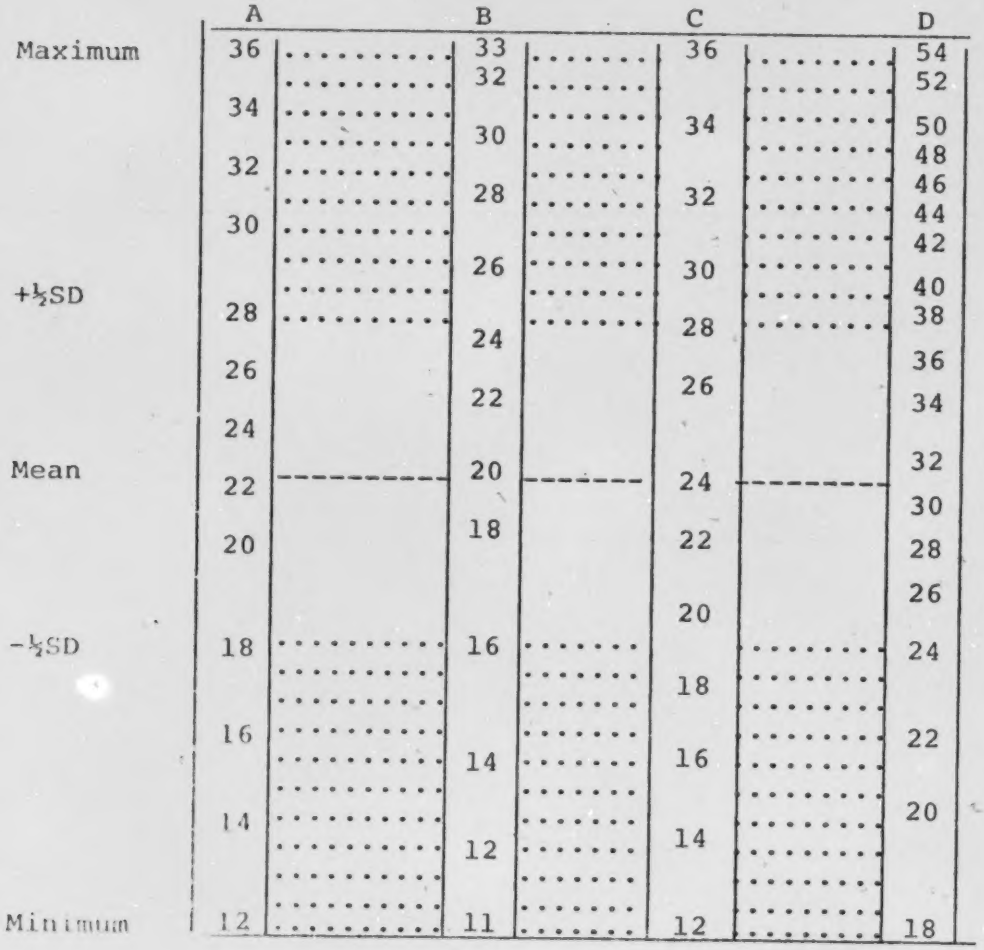
LAUNDRY/SEWING

NAME _____ AGE _____ DATE _____

EXAMINER _____

INTEREST PROFILE - FEMALE

This profile indicates the amount of interest the client has in working in that particular job cluster. It must be noted that a high interest score combined with a low sophistication score may be caused by insufficient knowledge of the type of work a person has to do in that job cluster. Low flat profiles indicate disinterest in working generally and point to the need for counseling in the work ethic.



BUSINESS/CLERICAL

HOUSEKEEPING

FOOD SERVICE

LAUNDRY/SEWING

EXAMINER _____

SEMS STAFFING RESULTS

STUDENT NAME _____ STAFFING DATE _____

STUDENT NUMBER _____ PRESENT SCHOOL _____

D.O.B. _____ STAFFING AGENCY _____

STAFFING COMMITTEE MEMBERS INVITED: (Indicate with an "X" those present)

	NAME	TITLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

STAFFING RECOMMENDATIONS (Please asterisk if recommendation follows work evaluation recommendation)

VOCATIONAL: _____

ACADEMIC: _____

JOB PLACEMENT: _____

OTHER: (i.e. Medical, Psychometric evaluation, sheltered work environment, etc.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER

MEMO TO:

FROM: Robert Y. Jones, Work Evaluator

SUBJECT:

DATE:

The above student completed work evaluation this date.

Written report will be submitted as soon as possible.

SCVTC W/E JAN., 1975

COMPUTER PROGRAM

I. Method of norming work samples for time and quality.

A. Sample is corrected and the number of errors and elapsed time recorded for each client.

B. These data are converted to ordinal data ranging from the shortest time to the longest time and from the least errors to the most errors for all clients.

C. The second column is the frequency each elapsed time or number of errors occurred for all clients.

D. The third column is the cumulative frequency of the elapsed time or number of errors and is computed by adding column two from the bottom up. The top figure of column three is the total number of clients that have taken the sample or the "N" for the sample.

E. The fourth column is the percentile rank and is computed by dividing each cumulative frequency by the total number of clients that have taken the sample and multiplying by 100, i.e. $P_x = \frac{CF}{N} \times 100$ where P_x = Percentile for a given time or error count

CF = Cumulative frequency for a given time or error count

N = Total number of clients

F. The next step is to find the 40th and 60th percentile and extract the length of time in minutes and the number of errors that occur at these points. The statistical average is those times and those errors that fall between those two points. These limits are assigned a rating of two. Above average is from the lowest time and lowest number of errors to the time and errors that occur at the 61st percentile. These ranges are assigned a three rating. Below average is the most time and greatest number of errors to the 39th percentile. These ranges are assigned a one rating. If the 40th and 60th percentile appear directly in the ordinal data the cut off points are readily available and can easily be computed.

G. If the 40th and 60th percentile are not directly defined then a program must be designed to interpolate from the percentile above and below the 40th and 60th percentile.

1. Consider the interpolation of the 60th percentile for errors when the distribution contains the 62nd percentile and 56th percentile i.e.

Error Count	Percentile
32	62
- 26	- 56
6	6

56 is 4 points away from the 60th percentile while 62 is 2 points away from 60. Working with 56 we find that 4 of the 6 total percentile difference is 2/3 therefore 2/3 of the total error difference is 4 (2/3 of 6 = 4). 4 added to 56 = 60th percentile and 4 errors added to 26 errors equals thirty errors. The error count for the 60th percentile is 30 errors and a client who receives 30 errors receives a 2 rating. A client receiving less than 30 would receive a three. The 40th percentile can be interpolated in the same manner and the number of errors established for the lower limit of the 2 rating and upper limit of the one rating.

2. The above procedure also can be applied to time in minutes and

the 1, 2, 3 ratings established in minutes. In some cases, the distribution may be such that the sample can be performed successfully or unseccessfully with number 2 rating not computable.

II. Method of norming aptitudes

A. There are 20 aptitudes the evaluation is concerned with; 11 are identified in the Dictionary of Occupational Titles (DOT), four were developed locally and five are defined by the JEVS evaluation system. These aptitudes appear in various combinations in each sample. Five of these aptitudes occur in all samples.

B. In the case of 16 of the aptitudes the observers assign a client a number of points, ranging from one to three, by observation. The total possible number of points a client could earn depends on the number of samples in which any particular aptitude is observed; i.e. 18 samples times 3 = 54 possible points. The total points a client earns is used to compute a percentage. Points earned divided by total possible points equals the percentage for that client for that aptitude. This percentage is computed by vocational lab personnel. This nominal data is changed by the computer to ordinal data beginning with the highest percentage and ending with the lowest. In the second column the frequency of each percentage is listed and the third column is the sum of the frequencies. This third column, the cumulative frequency, is found by adding the numbers in the second column from the bottom up. The top figure in the third column is the number of clients (N) that have been included in the data.

C. At this point each cumulative frequency entry is divided by the total "N" in the sample to obtain a percentile rank; i.e.

$$P_x = \frac{CF}{N} \times 100$$

D. The procedure from hereon is the same as described in I, F, and G, 1 and 2. To interpolate the 40th and 60th percentile 1, 2, and 3 are assigned to these points as explained previously.

III. Method used to norm the four aptitudes that apply to the affective domain. These aptitudes are: G-Intelligence, I-Initiative, FT-Frustration Tolerance and UT-Use of Time.

A. These aptitudes are evaluated by a different process. Each time a client calls an observer, the observer tries to categorize the reason for the call and places a check mark under that particular choice. There is no maximum number for any given behavior.

B. These total scores are placed in a hierarchy from highest to lowest, a frequency column and sum of frequencies is established and percentiles calculated. The process is the same as I, F, and G, 1 and 2 from this point on with the assignment of 1, 2, and 3 by using the 40th and 60th percentile as before.

IV. Method of norming work samples by areas of work.

A. There are six areas of work that are evaluated by the sampling system. They are:

1. Business & Clerical
2. Crafts
3. Elemental Work
4. Investigating, Inspecting & Testing
5. Machine Work
6. Medicine, Health & Personal Services

Each of these areas have a number of samples and therefore a total number of possible points; i.e. each sample in a group is assigned three possible points for time, quality and student preference. Three times the number of samples in the group yields the total possible points for that group. Points earned for a group, by a student divided by total possible points for that group yields a percentage. This percentage is computed by vocational lab personnel. The computer must change this nominal data to ordinal data ranking from highest to lowest. In the second column the frequency of occurrance is recorded. The third column is the sum of the 2nd column starting at the bottom and working up. The top number of this column reflects the total number of students that have taken that group of samples at any given time. Percentile is computed from these data in the normal way.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER
WORK SAMPLE NORMS AS OF 1/7/76
n = 237

WORK SAMPLE	NUMBER	TIME			QUALITY		
		3	2	1	3	2	1
NUTS & BOLTS	1	65	76	77+	4	9	10+
STAMPING	2	28	33	34+	31	39	40+
WASHER THREADING	3	53	64	65+	2	6	7+
BUDGETTE	4	69	83	84+	2	6	7+
SIGN MAKING	5	28	35	36+	3	5	6+
NAIL & SCREW SORTING	10	17	21	22+	6	8	9+
NUT PACKING	11	40	49	50+	2	9	10+
SORTING	12	14	17	18+	0	-	1+
GROMMET	20	27	32	33+	0	-	1+
MACHINE OPERATION	21	43	51	52+	31	49	50+
SIMULATED ASSEMBLY	22				221+	220	183
UNION ASSEMBLY	30	13	19	20+	0	-	1+
SMALL TOOLS	31						
ASSEMBLY		120	134	135+	8	36	37+
DISASSEMBLY							
LADDER	32	142	185	186+	0	-	1+
METAL SQUARE	33	52	62	63+	3	4	5+
NEW HARDWARE	34	28	33	34+	1	6	7+
TELEPHONE	35	74	93	94+	5	13	14+
LOCK	36	65	84	85+	0	2	3+
CRAFT TOOLS	37	110	132	133+	1	2	3+
NUMBER FILE	40	120	152	153+	0	1	2+
PROOF READING	41	44	60	61+	75	96	97+
LOCATING & RECORDING	42	15	19	20+	5	8	9+
PROBLEM SOLVING	43	20	26	27+	1	3	4+
BUSINESS SKILLS	44	95	125	126+	47	58	59+

WORK SAMPLE	NUMBER	TIME			QUALITY		
		3	2	1	3	2	1
LETTER FILING	50	115	144	145+	7	9	10+
CLERICAL FILING	51	43	55	56+	8	12	13+
ADDING MACHINE	52	121	157	158+	11	16	17+
BOOKKEEPING	53	67	90	91+	15	23	24+
NEW POSTAGE	54	120	150	151+	25	33	34+
MAIL SORTING	55	30	41	42+	17	26	27+
TYPING I	56	58	77	78+	20	28	29+
TYPING II	57	31	42	43+	9	20	21+
TELEPHONE I	58				5	7	8+
TELEPHONE II	59				4	6	7+
PIPE ASSEMBLY	70	50	75	76+	0	-	1+
NEEDLE CRAFT	80	274	342	343+	7	9	10+
LOCK WITH DIAGRAM	100	24	32	33+	0	-	1+

WORK AREAS	NUMBER	TIME			QUALITY			PREFERENCE		
		3	2	1	3	2	1	3	2	1
BUSINESS & CLERICAL	1	66+	65	59	61+	60	54	75+	74	66
CRAFTS	2	64+	63	55	73+	72	64	73+	72	65
ELEMENTAL WORK	3	56+	55	46	64+	63	53	69+	68	62
INVESTIGATING INSPECTING & TESTING	4	63+	62	57	68+	67	57	70+	69	63
MACHINE WORK	5	52+	51	48	74+	73	61	72+	71	65
MEDICINE, HEALTH & PERSONAL SERVICES	6	58+	57	54	70+	69	59	72+	71	65

APTITUDE NORMS
n = 237

	3	2	1
FT	0	1	2+
G	33	48	49+
I	1	3	4+
SR	5	9	10+
UT	0	3	4+
C	84+	83	75
CA	74+	73	64
E	92+	91	79
F	93+	92	87
K	88+	87	79
M	92+	91	85
MA	64+	63	54
N	64+	63	48
NE	79+	78	73
P	79+	78	69
Q	60+	59	48
S	73+	72	61
T	83+	82	74
V	69+	68	62
VS	70+	69	60
W	53+	52	42

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER
EVALUATION LABORATORY

DUTIES AND RESPONSIBILITIES OF WORK EVALUATOR

The Work Evaluator (W.E.) is responsible to the director for the orderly, efficient and productive operation of the evaluation laboratory. In addition the W.E. will develop new methods of evaluation and coordinate and instruct appropriate personnel in the use of the final report. He will also collect feedback information to determine if the evaluation is a predictor of job success.

SPECIFIC DUTIES:

1. Record specific observable actions of the evaluee on each work sample.
2. Read instructions to evaluees.
3. Give orientation to evaluees.
4. Give exit interviews.
5. Write the final evaluation report. The W.E. induces generalizations, and deduces best area for work experience as well as the skills required from the observed facts on the daily recordings.
6. Develop new work samples.
7. Monitor supplies and budget accounts.
8. Assist director with laboratory's annual budget.
9. Be alert for and stay abreast of new developments in the evaluation field.
10. Suggest new material or methods to be used in evaluation.
11. Coordinates with other agencies regarding evaluees and referral information.
12. Accept or reject, on an individual basis, referrals to the program.
13. Recommends, to the director, evaluation laboratory personnel for appointment, reappointment or dismissal.
14. Develop improved formats for reporting evaluee behavior and for final reporting.
15. Train new evaluation aides in objective report writing.
16. Interpret Wells Concrete Directions Test for each evaluee.
17. Interpret interest inventories for each evaluee.
18. Attends professional meetings to collect and integrate ideas from other evaluation programs and, when requested, conducts workshops to explain the role of an evaluation laboratory.

19. Serves as a member of the tri-agency committee set up by the cooperative agreement between the Sarasota County School Board and the Division of Vocational Rehabilitation.

20. Is the liaison between Vocational-Technical Center and Exceptional Student Education in matters concerning evaluation of exceptional students.

21. Is the liaison between Vocational-Technical Center and Division of Vocational Rehabilitation in matters pertaining to the evaluation of students.

22. Participate, when required, in staffings of students who have been evaluated.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER
EVALUATION LABORATORY

DUTIES AND RESPONSIBILITIES OF TECHNICAL AIDES

The technical aides are responsible to the work evaluator for writing specific, factual observations on the evaluees in the program. The description of each evaluee's behavior is recorded any time there is an overt change demonstrated by a change in any or all of the five senses commonly associated with task completion (oral, visual, tactile, muscular and kinesthetic). This information provides the material for the generalizations, deductions and prescription contained in the final report.

SPECIFIC DUTIES:

1. Record specific observable actions of the evaluee on each work sample.
2. Read instructions to evaluees.
3. Grade, and record on evaluee's work sample record, his scores for quality and time using locally computed norms.
4. Disassemble/assemble work samples.
5. Give orientation interview, when necessary.
6. Work on the development of new work samples.
7. Record time, quality and aptitude scores for computer program and continuous norming process.
8. Maintain filing system for blank forms and written instructions used by the student or, in the process of administering work samples.
9. Inventory work sample materials periodically.
10. Submit to the work evaluator a list of consumable material needed, after each inventory.
11. Monitor evaluee's use of time clock and time stamp.
12. Report absentees each day to appropriate office.
13. Assist secretary in reproduction of materials used in evaluation.
14. Aid the work evaluator in scheduling evaluees into program.
15. Administer interest inventory, when necessary.
16. Administer exit interviews, when necessary.
17. Administer Wells Concrete Directions Test.

SPECIFIC REQUIRED ABILITIES:

1. Must be able to type at least 45 words per minute.
2. Have an ability to make specific observations and record these observations in definitive terms.
3. Must be able to file.
4. Math abilities up through long division.
5. Reading level minimum 12th grade.
6. Minimum of two years work experience.
7. Ability to interview clients, administer paper and pencil inventories and interpret answers.
8. Previous experience with computer programs, if possible.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER
EVALUATION LABORATORY

DUTIES AND RESPONSIBILITIES OF EVALUATION LABORATORY STUDENT AIDE I

The student aide for the Evaluation Laboratory is responsible to the work evaluator for disassembly/assembly and inventory of work samples after they have been rated. The aide also files and organizes various work slips. In addition, the aide performs clerical duties with regard to the operation of the labs reproduction equipment.

SPECIFIC DUTIES:

1. Disassemble work samples and store in designated area.
2. Correct assembled samples for future use.
3. Grade, for quality, certain samples as directed and instructed by work evaluator.
4. Organize work sample slips alphabetically by last name and numerically by sample number.
5. Calculate elapsed time from work sample slips and convert to rating using current norms.
6. Inventory work samples as requested.
7. Inventory spare parts and record.
8. Aid secretary with form inventory and collation of new forms when required.
9. Operate reproduction equipment when required.

MACHINES AND EQUIPMENT USED:

1. A.B. Dick Duplicating Machine
2. A.B. Dick Mimeograph Machine
3. Adding Machine
4. Calculator

Aides will be taught all duties required by this position including observation and report writing depending on their ability.

SPECIFIC ABILITIES REQUIRED:

1. Minimum 3rd grade reading level (Some material written at 6.5 level).
2. Filing numerically.
3. Filing alphabetically.
4. Time computation.

SPECIFIC ABILITIES REQUIRED - Continued

5. Linear measurement up to one yard.

6. Legible writing.

7. Express sample errors in writing.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER
EVALUATION LABORATORY

DUTIES AND RESPONSIBILITIES OF EVALUATION LABORATORY STUDENT AIDE II

The student aide for the Evaluation Laboratory is responsible to the work evaluator for disassembly/assembly and inventory of work samples after they have been rated. The aide also files and organizes various work slips. In addition, the aide performs clerical duties with regard to the operation of the labs reproduction equipment.

Aides will be instructed in all duties required by this position.

SPECIFIC DUTIES:

1. Disassemble work samples and store in designated area.
2. Correct assembled samples for future use.
3. Grade, for quality, certain samples as directed and instructed by work evaluator.
4. Organize work sample slips alphabetically by last name and numberically by sample number.
5. Calculate elapsed time from work sample slips and convert to rating using current norms.
6. Inventory work samples as requested.
7. Inventory spare parts and record.
8. Aid secretary with forms inventory and collation of new forms when required.
9. Operate reproduction equipment when required.
10. Record work sample results on computer input forms.
11. Make objective overt behavioral observations and record on daily work record. This duty contingent on individual communication skills and learning rate.

MACHINES AND EQUIPMENT USED:

1. A.B. Dick Duplicating Machine
2. A.B. Dick Mimeograph Machine
3. Adding Machine
4. Calculator

SPECIFIC ABILITIES REQUIRED:

1. Filing numerically.
2. Filing alphabetically.
3. Time computation.

SPECIFIC ABILITIES REQUIRED:

4. Linear measurement up to one yard.

5. Legible writing.

6. Express sample errors in writing.

SARASOTA COUNTY VOCATIONAL-TECHNICAL CENTER
EVALUATION LABORATORY

DUTIES AND RESPONSIBLILITES OF SECRETARY

The evaluation laboratory secretary is responsible to the Work Evaluator (W.E.) for the correct processing of all the written communications of the evaluation laboratory.

SPECIFIC DUTIES:

1. Correctly type, reproduce, collate and route all correspondence, reports, operational formats and any other material deemed necessary and appropriate by the W.E.
2. Complete student evaluation profile.
3. Serve as evaluation laboratory receptionist, placing and answering phone calls and scheduling appointments.
4. Maintains complete filing system.
5. Maintains books on all budget accounts.
6. Orders all student and office supplies and makes periodic follow-up to determine status of orders.
7. Aids W.E. in evaluee scheduling.
8. Completes attendance reports.
9. Delivers confidential reports to appropriate agencies.
10. Operates mimeograph, duplicating, Xerox and adding machines.
11. Correct work samples, when necessary.
12. Post mathematical data to the work sample record and final report.
13. Assist aides during inventories of work samples.
14. Administer Wells Concrete Directions Test.
15. Administer interest inventories, when required.
16. Administer Pseudo-Isochromatic color perception test.

STUDENT EVALUATION & MANAGEMENT SYSTEM

I. GUIDANCE AND VOCATIONAL REHABILITATION

A. GUIDANCE OFFICE will:

1. Provide vocational rehabilitation, work evaluator and involved teachers with:

a. List of students who will be attending work evaluation lab during the next month. (To be provided by the 15th of preceeding month.)

NOTE: In the event the students are working, their attendance date and time must be coordinated with work experience.

2. Provide parent and work evaluation with a letter explaining purpose of program and why this student is being evaluated.

3. Provide work evaluation lab with completed referral form, copy of psychologicals, reading level, math level, hearing screening, and scores of any other testing instruments. (Referral packet).

B. VOCATIONAL REHABILITATION - applies to vo-rehab clients only.

1. Using list provided by guidance office.

a. Provide work evaluation lab with a report on the latest GME. If GME was normal, a statement to the effect is sufficient. If there is an abnormality, provide a copy of the GME.

b. Provide an environmental report following the format provided by work evaluation.

c. Provide visual acuity testing.

NOTE: If any of the material required in C, D and E is not available, it will not preclude starting the student in the evaluation program. However, whenever possible, this material must be submitted before the evaluation is completed.

II. WORK EVALUATION

A. WORK EVALUATOR will:

1. Coordinate with guidance

a. On student assignment to program and return to regular schedule.

b. Student attendance.

2. Administer work sample program to student.

3. Obtain job preference information from each student (exit interview)

4. If student is working or has worked prior to evaluation, incorporate report from work experience teacher on type of job, number of jobs, reasons for leaving jobs, employers opinion of student as a worker, etc. This information to become part of work evaluation records.

5. Categorize jobs received from work experience.

6. Write work evaluation report and distribute to:

   a. Vocational Rehabilitation

   b. Guidance

   c. Work Experience

   d. Vocational Department Head

   e. Academic Department Head

7. Review student work experience progress reports (B, 1, c) to determine if evaluation program is a valid prognosticator.

8. Coordinate with student's teachers through the committee for prescriptive program design, on student's weaknesses/strengths.

B. WORK EXPERIENCE COORDINATOR will:

1. Complete agreement between student, parent, employer and school (work experience coordinator).

   a. Agreement will involve attitudinal and functional goals...short and long range.

   b. Agreement will "spell out" steps to be taught by the employer and goals to be learned by the student.

   c. Agreement to be reviewed every nine weeks and a written progress report forwarded to guidance to be included in student's work experience record for future use by the student and to serve as basis of grade.

   d. Agreement to contain requirement for a student and program evaluation report filled in by employer each nine weeks and upon termination of student.

2. Complete report taken from student on his opinion of job, what he is doing and learning.

3. Forward report to work evaluation lab on students who have worked or are working regarding type and number of jobs, reason for leaving, employers opinion of student as a worker, etc.

III. COMMITTEE FOR PRESCRIPTIVE PROGRAM DESIGN

A. PRINCIPAL will:

1. Supervise and administer program.

2. Coordinate with FLRS to obtain new resources and services available.

3. Combine and coordinate various inputs to the prescription for each student.

4. Produce and distribute prescription.

5. Monitor program implementation for effectiveness.

B. VOCATIONAL REHABILITATION COUNSELOR will:

1. Provide services of a corrective nature with regard to physical problems and attend staffings to contribute information regarding services that can be made available on an individualized basis.

2. Provide information on student's home life (environmental study).

3. Suggest counseling methods.

C. WORK EVALUATION will:

1. Explain report if required.

2. Suggest types of learning student must have to strengthen work areas.

3. Suggest specific changes/additions to all courses to improve student's employability and to make the student socially adequate if necessary.

D. STUDENT'S TEACHERS will:

1. Write a specific program in the area of their responsibility. Programs to be combined and become the prescription for a given student's future training.

2. Relay specific information about student from classroom observation to counselors, work experience teacher and work evaluator.

E. HIGH SCHOOL COUNSELOR will:

1. Provide counseling support as needed.

2. Write student schedule as indicated by prescriptive program.

3. Provide input obtained in counseling sessions with student.

F. VOCATIONAL TECHNICAL COUNSELOR will:

1. Coordinate with the applicable high school counselor to:

a. Establish course availability.

b. Establish student schedule.

c. Inform high school counselor of remedial action required by student's academic teachers.

d. Attend committee meeting for Prescriptive Program Design along with vocational technical teacher involved when that committee is considering a student for placement in a vocational technical program.

G. WORK EXPERIENCE COORDINATOR will:

1. Recommend via consensual agreement of committee members regarding job placement.

2. Provide input regarding student's work experience if student is working or has worked. Information should already be available in job profile packet.

3. Describe skills necessary for projected job.

4. Suggest vocational instructional areas to prepare student for the job.

IV. PRESCRIPTION REVIEW

A. Can be initiated by any person involved with the prescription.

B. May not require full revision or full committee review but must be recorded and coordinated if prescription content is changed.

V. FOLLOW-UP AND EVALUATION OF PROGRAM

A. Periodically the program and student prescriptions must be reviewed for continuity, content and updating.

B. Copies of the periodic report distributed to all members of prescription committee and to directors of Exceptional Student Education, Vocational Technical Center and to the supervisor of Vocational Rehabilitation.

C. Directors will schedule a joint meeting to correct and improve program upon receipt of report from evaluation committee.

STUDENT EMPLOYMENT HISTORY

NAME _____

1. EMPLOYER'S NAME _____

PHONE _____ JOB TITLE _____
Long Range Goal

DATES OF EMPLOYMENT: FROM _____ TO _____ HOURS _____ TO _____

REASON FOR LEAVING _____

_____

EMPLOYER'S COMMENT _____

_____

_____

STUDENT'S REMARKS _____

_____

_____

2. EMPLOYER'S NAME _____

PHONE _____ JOB TITLE _____
Long Range Goal

DATES OF EMPLOYMENT: FROM _____ TO _____ HOURS _____ TO _____

REASON FOR LEAVING _____

_____

EMPLOYER'S COMMENT _____

_____

_____

STUDENT'S REMARKS _____

_____

_____

NOTE: USE ADDITIONAL PAGES AS REQUIRED...

STUDENT'S EVALUATION OF HIS JOB (To be completed by W.E.C.)

NAME _____ DATE _____

EMPLOYER _____

BRIEF JOB DESCRIPTION _____

_____

_____

1. WHAT IS YOUR SUPERVISOR'S NAME? _____

2. WHAT TYPES OF TASKS ARE YOU DOING?

   STUDENT RESPONSE _____

   _____

   _____

3. WHICH OF THESE TASKS ARE NEW?

   STUDENT RESPONSE _____

   _____

4. WHAT TOOLS/MACHINES ARE YOU USING?

   STUDENT RESPONSE _____

   _____

   _____

5. WHICH OF THESE TOOLS/MACHINES ARE NEW TO YOU?

   STUDENT RESPONSE _____

   _____

   _____

6. HOW LONG HAVE YOU BEEN DOING THESE TASKS?

   STUDENT RESPONSE _____

   _____

   _____

   _____

7. HOW LONG HAVE YOU BEEN USING THESE TOOLS/MACHINES?

STUDENT RESPONSE_____

8. WHAT DO YOU LIKE ABOUT YOUR JOB?

STUDENT RESPONSE_____

9. WHAT DO YOU DISLIKE ABOUT YOUR JOB?

STUDENT RESPONSE_____

EMPLOYER'S 9 WEEK EVALUATION OF STUDENT AND PROGRAM

STUDENT'S NAME _____

JOB TITLE _____

Long Range Goal

PERIOD OF THIS REPORT: FROM _____ TO _____

STUDENT EVALUATION

3 = ABOVE AVERAGE 2 = AVERAGE 1 = BELOW AVERAGE X = NOT OBSERVED

		RATING	REMARKS
1.	PROMPTNESS	1 2 3 X	
2.	ATTENDANCE	1 2 3 X	
3.	APPEARANCE	1 2 3 X	
4.	GROOMING	1 2 3 X	
5.	HONESTY	1 2 3 X	
6.	FOLLOWING DIRECTIONS	1 2 3 X	
7.	COMPLETING THE JOB	1 2 3 X	
8.	CARE OF EQUIPMENT & MATERIALS	1 2 3 X	
9.	REGARD FOR SAFETY & HEALTH	1 2 3 X	
10.	ABILITY TO LEARN NEW TASKS	1 2 3 X	
11.	FOLLOWING COMPANY RULES	1 2 3 X	
12.	DEPENDABILITY	1 2 3 X	
13.	ACCEPTS CORRECTION	1 2 3 X	
14.	INITIATIVE	1 2 3 X	
15.	WORKING UNSUPERVISED	1 2 3 X	
16.	SHOWS AN INTEREST IN HIS WORK	1 2 3 X	

PROGRAM EVALUATION

1. EMPLOYER'S SUGGESTIONS OF SPECIFIC TASKS THAT SHOULD BE TAUGHT OR STRESSED IN SCHOOL _____

_____

_____

_____

2. EMPLOYER AND WORK EXPERIENCE COORDINATOR'S (WEC) CONFERENCES:

	DATE	RESULTS
A.	_____	_____
B.	_____	_____
C.	_____	_____
D.	_____	_____
E.	_____	_____

3. IS THE STUDENT PROGRESSING SATISFACTORILY CONSIDERING THE SHORT RANGE GOALS OUTLINED IN THE AGREEMENT? YES _____ NO _____

4. IS THE SCHOOL PROVIDING VOCATIONAL AND ACADEMIC TRAINING IN SUPPORT OF THE LONG RANGE GOAL? YES _____ NO _____

5. SUGGESTIONS FOR IMPROVEMENT OF STUDENT'S PRESCRIPTION _____

_____

_____

_____

_____

_____

_____

_____

5. SUPERVISOR'S COMMENTS _____

6. STUDENT'S COMMENTS _____

7. COORDINATOR'S COMMENTS (SPECIFIC RECOMMENDATIONS FOR SCHOOL CURRICULUM) _____

COORDINATOR'S 9 WEEK EVALUATION OF STUDENT PROGRESS
(Copy to Guidance)

FOR PERIOD: FROM_____TO_____

STUDENT_____

EMPLOYER_____

SUPERVISOR/INSTRUCTOR_____

JOB TITLE_____

Long Range Goal

1. TYPE WORK STUDENT WAS DOING AND EQUIPMENT HE WAS USING_____

_____

_____

2. WAS STUDENT USING SAFETY EQUIPMENT IF APPLICABLE?

YES _____ NO _____ IF NO, WHY NOT? _____

3. HAS STUDENT BEEN CALLING SUPERVISOR WHEN ABSENT?

YES _____ NO _____ REASON FOR ABSENCES _____

_____

_____

*4. STUDENT PERFORMANCE: (SHORT RANGE GOALS)

3 = ABOVE AVERAGE 2 = AVERAGE 1 = BELOW AVERAGE X = NOT OBSERVED

	TASK NAME	RATING
1.	_____	1 2 3 X
2.	_____	1 2 3 X
3.	_____	1 2 3 X
4.	_____	1 2 3 X
5.	_____	1 2 3 X
6.	_____	1 2 3 X
7.	_____	1 2 3 X
8.	_____	1 2 3 X
9.	_____	1 2 3 X
10.	_____	1 2 3 X

* LIST TASKS AND TOOLS AS SHOWN IN WORK EXPERIENCE AGREEMENT. RATING TAKEN FROM EMPLOYER AND WORK EXPERIENCE COORDINATOR'S 2 WEEK CONFERENCES PLUS STUDENT'S EVALUATION OF HIS JOB.

PART V

GENERAL CONDITIONS

A. THIS AGREEMENT MAY BE TERMINATED BY THE EMPLOYER AT ANY TIME BY CALLING THE WEC.

B. THE WEC MAY TERMINATE THIS AGREEMENT AT ANY TIME BY NOTIFYING THE EMPLOYER TWO WEEKS IN ADVANCE.

C. THE STUDENT MAY TERMINATE THIS AGREEMENT ONLY AFTER PERMISSION IS GRANTED BY THE WEC AND THE EMPLOYER IS GIVEN TWO WEEKS NOTICE.

PART IV - PARENT

A. THE PARENT AGREES TO MAKE EVERY EFFORT TO SEE THAT THE STUDENT ATTENDS SCHOOL REGULARLY.

B. THE PARENT AGREES TO COUNSEL WITH THE WEC REGARDING PERSONAL BEHAVIOR OF THE STUDENT AND TO AID THE WEC IN CORRECTING UNACCEPTABLE BEHAVIOR.

SIGNED _____
Parent

DATE _____

PART III - STUDENT

A. THE STUDENT AGREES TO REPORT TO WORK EVERY DAY ON TIME. (EMERGENCIES EXCEPTED)

B. THE STUDENT AGREES TO NOTIFY THE EMPLOYER AND WORK EXPERIENCE COORDINATOR AT ANY TIME HE CANNOT GO TO WORK.

C. THE STUDENT AGREES TO FOLLOW ALL COMPANY RULES AND REGULATIONS.

D. THE STUDENT AGREES TO ANSWER A QUESTIONNAIRE REGARDING HIS OPINION OF HIS PROGRESS ON THE JOB.

SIGNED _____
Student

DATE _____

PART II - SARASOTA COUNTY SCHOOL SYSTEM

A. THE WORK EXPERIENCE COORDINATOR AGREES TO FURNISH THE EMPLOYER WITH COMPLETED WORK PERMIT, WHEN REQUIRED, AND INFORMATION REGARDING CHILD LABOR LAWS AND WORKMAN'S COMPENSATION.

B. THE WEC AGREES TO INSURE THAT THE STUDENT IS RECEIVING SUPPORTIVE TRAINING IN SCHOOL AS DEEMED NECESSARY BY THE EMPLOYER IF SUCH TRAINING CAN BE MADE AVAILABLE USING THE FACILITIES OF THE SCHOOL.

C. THE WEC AGREES TO CONSULT WITH THE EMPLOYER AT LEAST EVERY TWO WEEKS TO OBTAIN INFORMATION FOR STUDENT'S "IN SCHOOL" ACTIVITIES.

D. THE WEC WILL INSURE THE STUDENT IS EMPLOYED IN ACCORDANCE WITH ALL FEDERAL, STATE AND LOCAL LAWS.

E. THE WEC WILL BE THE ARBITER OF ALL COMPLAINTS.

SIGNED _____
Work Experience Coordinator

DATE _____

SARASOTA COUNTY SCHOOL SYSTEM WORK EXPERIENCE AGREEMENT NO. _____

PART I - EMPLOYER

A. THE EMPLOYER _____
Name, Address & Phone Number

AGREES TO EMPLOY _____
Name, Address & Phone Number

BETWEEN THE HOURS OF _____ AND _____ FOR THE PURPOSE OF TRAINING HIM/HER TO BECOME _____
Title of Job (long range goal)

B. THE EMPLOYER WILL PROVIDE TRAINING IN THE FOLLOWING TASKS (SHORT RANGE GOALS)

	TASK NAME	EQUIPMENT OR TOOLS USED
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

C. _____ WILL BE THE STUDENT'S IMMEDIATE SUPERVISOR AND INSTRUCTOR.

D. THE EMPLOYER AGREES TO SUBMIT A WRITTEN PROGRESS REPORT TO THE WORK EXPERIENCE COORDINATOR (WEC) AT LEAST EVERY NINE WEEKS AND AT ANY TIME THE STUDENT IS NOT MAKING SATISFACTORY PROGRESS. FIRST REPORT DUE _____. PAD OF REPORTS FURNISHED HEREWITH.

E. THE EMPLOYER WILL COMPLY WITH THE FEDERAL MINIMUM WAGE ACT AND THE WORKMAN'S COMPENSATION ACT. HE AGREES TO PAY THE STUDENT A STARTING WAGE OF $_____ PER HOUR. HE FURTHER AGREES TO

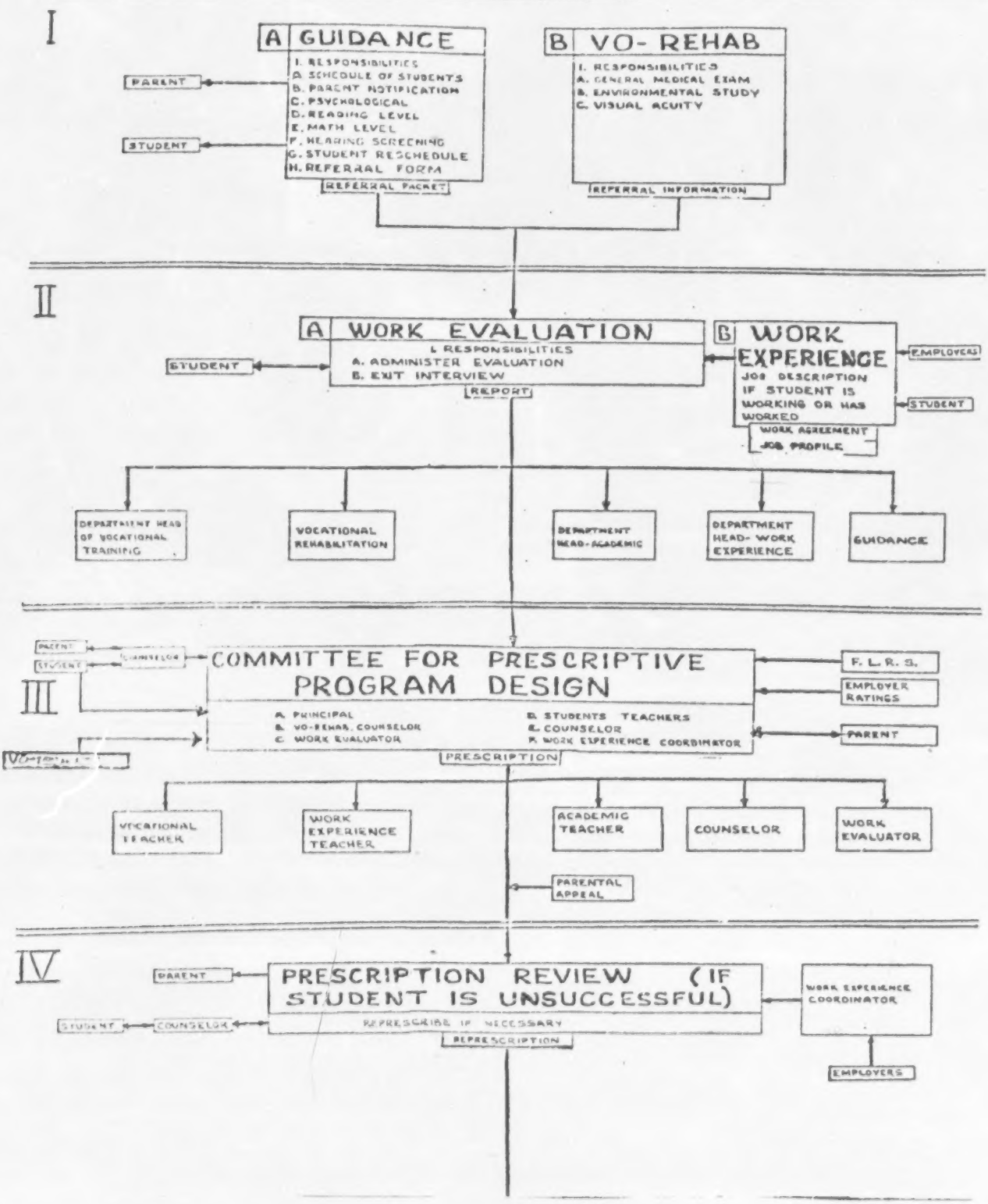
INCREASE THE WAGE COMMENSURATE WITH THE STUDENT'S INCREASED SKILLS AND VALUE TO THE EMPLOYER.

F. THE EMPLOYER AGREES TO ALLOW THE WEC TO OBSERVE THE STUDENT ON THE JOB FOR PURPOSES OF EVALUATING THE STUDENT'S PROGRESS.

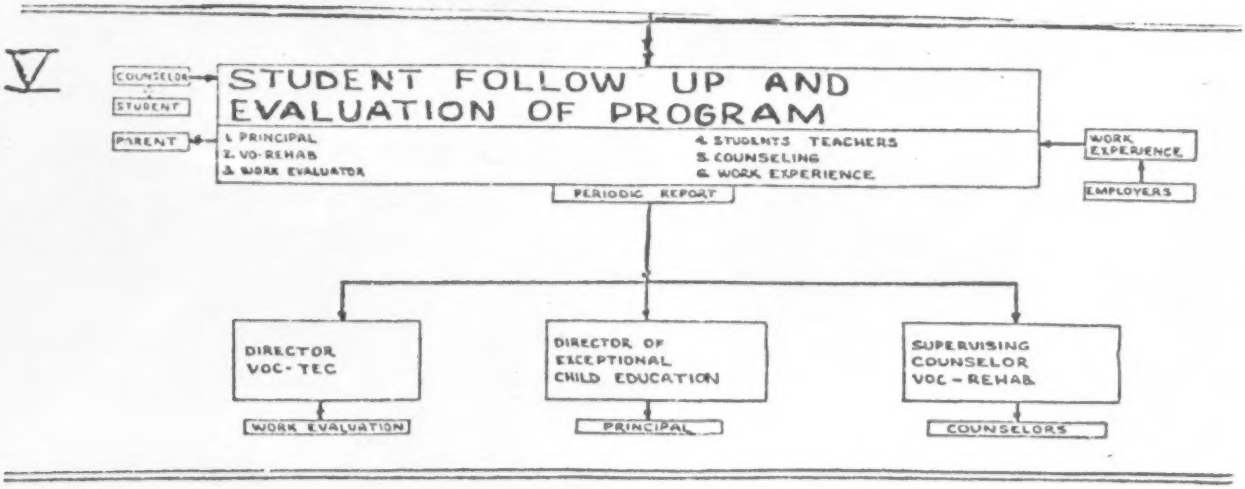
SIGNED _____
Employer

DATE _____

STUDENT EVALUATION & MANAGEMENT SYSTEM



V



LEGEND:

——— COMMUNICATION ACTION

——— COMMUNICATION INFORMATION

——— WRITTEN REPORT OR INFORMATION

——— AREAS OF RESPONSIBILITY